DOCUMENT RESUME

ED 331 750 SO 020 968

AUTHOR Brooks, B. David
TITLE Responsibility Skills: Lessons For Success, Elementary School Curriculum.
INSTITUTION Thomas Jefferson Research Center, Pasadena, Calif.
PUB DATE 87
NOTE 63p.; Twelve oversize posters illustrating the lesson aphorisms are not reproduced here.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Citizenship Education; Class Activities; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Instructional Materials; *Self Concept; Self Esteem; *Skill Development; Social Studies; *Student Attitudes; Student Development; Student Educational Objectives; *Student Responsibility; *Success

ABSTRACT

This document is designed for elementary school teachers to teach students concepts of personal responsibility. Daily lessons are organized around the following "twelve steps to success": be confident; be responsible; be here; be on time; be friendly; be polite; be prepared; be a listener; be a doer; be a tough worker; be a risk taker; and be a goal setter. Several daily sessions are outlined for each step, each organized into four parts: objective, review, vocabulary, and lesson. (DB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

1-18-90
ICP

ED331750

Responsibility Skills:

"Lessons for Success"

Elementary School Curriculum

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SO 020 968

© Thomas Jefferson Research Center
Copyright 1987

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
B. DAVID BROOKS
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

ACKNOWLEDGMENTS

Heartfelt thanks go to the following people for their participation in the writing of this curriculum

Edison Elementary School
Anaheim Elementary School District
Distinguished School of California, 1987
Joseph N. Hicks, Principal
Marsha Thicksten, Resource Teacher

Contributing Teachers:

Barbara Bayless
Madeline Byrd
June Lowry
Lynn Thayer
Louise Tonti
Beverly Wells

Thanks also to
Kerry Consulting Group of Claremont, California
for donating their computer expertise to aid in
the production of this curriculum

Thomas Jefferson Research Center
202 South Lake Avenue, Suite 240
Pasadena, California 91101
B. David Brooks, Ph.D., President

FUNDED BY A GRANT FROM HUNSAKER FOUNDATION, IRVINE, CALIFORNIA

Copyright 1987 - Thomas Jefferson Research Center

WHAT IS SUCCESS?

To laugh often and much;

To win the respect of intelligent people
and the affection of children;

To earn the appreciation of honest critics
and endure the betrayal of false friends;

To appreciate beauty;

To find the best in others;

To leave the world a bit better, whether
by a healthy child, a garden patch
or a redeemed social condition;

To know even one life has breathed easier
because you have lived;

This is to have succeeded.

- Ralph Waldo Emerson

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Twelve Steps To Success

Be Confident
Be Responsible
Be Here
Be On Time
Be Friendly
Be Polite
Be Prepared
Be A Listener
Be A Doer
Be A Tough Worker
Be A Risk Taker
Be A Goal Setter

Thomas Jefferson
Research Center

INTRODUCTION TO MONTHLY THEME PROGRAM

I. OBJECTIVE: To inform the student of the school-wide program to teach the 12 Steps to Success.

II. REVIEW: None for Today

III. VOCABULARY: Successful
Theme
Skills

IV. LESSON: Discuss the following points with your students:

A. In order to be successful here at school and at home there are skills or ways of behaving that will help you.

Ask the students:

What do you think it means "to be successful"?

Possible answers: To be able to buy what you want, to be happy, to have a happy family, to be able to go where you want, to have friends, to feel good about me and what I do; to be responsible for what I do and accept the consequences.

NOTE: Try to stress that success is not just having money or possessions, but also knowing one's self, feeling good about what you do and being able to help others. For example, a painter may not sell many paintings, but she may feel happy and fulfilled in her work.

Ask the students:

What are skills?

Possible answers: Things I am good at like spelling or running. Things I can do, like singing or drawing. Things I can learn to do like dancing, playing kick ball. Things I like to do that I am good at.

B. Ask the students to suggest some skills that would be helpful in being successful at school. Some of these skills may also be useful outside of school.

Possible answers: Reading, spelling, arithmetic, listening, sitting quietly, following directions, doing my work, etc.

Copyright 1987 - Thomas Jefferson Research Center

C. Tell the class that during this school year the entire school will have a monthly Theme related to one of the skills necessary for success. These themes will be posted around the school and in the classrooms. There will also be lessons taught by each teacher related to these themes.
Ask the students:

What is a theme?

Possible answers: Something (a topic) to write about, the main tune for a song, the main thought (theme park, Disneyland).

NOTE: In this case we are focusing on the main thought for the month.

NOTE: If your students cannot grasp the concept of "theme," try to substitute thought for the month, skill for the month.

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME ONE: BE HERE

Session 1 - BE HERE - Word/Concept

I. OBJECTIVE: To introduce to the students the theme BE HERE and the related concepts.

II. REVIEW: Ask the students to share what the word "Theme" means. Ask the students to share the meaning and an example of a "Skill."

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HERE	THINKING	LISTEN
ATTENTION	PHYSICALLY	MENTALLY
ATTENDANCE	LISTENING	ATTITUDE

Concept: Are you HERE as in the spirit of learning? Are you emotionally involved in what you are trying to learn?

IV. LESSON: There are two ways to BE HERE. One way is to BE HERE physically. Another way is to BE HERE mentally.

1. Ask the students to list and discuss physical ways or places to BE HERE.

   (BE in my seat, BE at school, BE in line, BE in class on time.)

2. Ask the students to list and discuss mental ways to BE HERE.

   (Pay attention to the teacher, listen to instructions, do my class work, listen to other people when they talk, think about what I am doing.)

3. For older students you may want to discuss ATTITUDE as part of BEING HERE. Do I have a good attitude that allows me to participate fully in the learning process? (I AM HERE if my attitude is "I want to learn." If my attitude is "I wish I was outside playing" I can't BE fully HERE to learn.)

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE HERE - School/Classroom

I. OBJECTIVE: To introduce and discuss with the students the concept that attendance at school (BE HERE) has positive consequences for the entire school and the classrooms.

II. REVIEW: Ask the students to share the ways they can BE HERE (mentally and physically).

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HERE	THINKING	LISTEN
ATTENTION	PHYSICALLY	MENTALLY
ATTENDANCE	LISTENING	ATTITUDE

IV. LESSON:

1. Share the following with the class:

   On Monday everyone was at school.
   On Tuesday only half of the students came to school.
   On Wednesday almost everyone was in attendance.
   On Thursday all the students came to school as they did on Monday.
   On Friday most of the students were absent.

2. The above showed us that everyone could not BE HERE every day. Ask the students:

   How does NOT being here affect our school or our class?

   Possible Answers: Students who are not here can't learn. We won't know what to do for homework. We can't play our games because some of our team might be absent. The teacher would have to keep explaining things over and over again to students who were not here.

   What do you think the school or class would be like if everyone made a point to BE HERE every day?

   Possible Answers: It would be easier for the teachers. We could all keep together. Everyone would be learning.

NOTE: This lesson focuses on the idea that each student has a role to play in having a successful classroom and school. If we are all here, we can work together for success. If we are absent, then things fall apart.

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 3 - BE HERE - Me

I. OBJECTIVE: To help students understand how the concept or skill BE HERE can help them achieve personal success.

II. REVIEW: Have students share a way that BEING HERE can have a positive or negative affect on the school or their class.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HERE	THINKING	LISTEN
ATTENTION	PHYSICALLY	MENTALLY
ATTENDANCE	LISTENING	ATTITUDE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

How does not BEING HERE affect me personally?

Possible Answers: Miss work or instructions, miss my friends. Could get behind in my work. I don't care.

What effect does BEING HERE all the time have on you personally?

Possible Answers: I get my work done. My mom doesn't get mad. I can play in all the games at lunch.

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE HERE - Home/Community

I. OBJECTIVE: To introduce to the students how the skill and concept BE HERE can affect them at home and in the community.

II. REVIEW: Have students share an example of how BEING HERE can have a positive effect on them personally.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HERE	THINKING	LISTEN
ATTENTION	PHYSICALLY	MENTALLY
ATTENDANCE	LISTENING	ATTITUDE

IV. LESSON: Discuss with the class and generate a list on the chalkboard of the positive responses to the following:

How can school attendance (BEING HERE) affect me outside of school?

Possible Answers: I feel good because I am learning. I'll get a better job when I grow up. My parents are proud of me.

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME TWO: BE ON TIME

Session 1 - BE ON TIME - Word/Concept

I. OBJECTIVE: To introduce the students to the theme BE ON TIME and the related concepts.

II. REVIEW: NONE

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of the words will be used in various contexts throughout the theme lessons.

ON TIME TARDY PROMPT
PUNCTUAL
PLACE (As in line after the bell; not elsewhere)

Ask the students to share any words that they can think of which mean -- BE ON TIME. List them on the chalkboard.

IV. LESSON:

1. Write BE ON TIME on the chalkboard.

2. Relate the following story to the class.

When the bell rang for the start of school, Sam could hear it even though he was far away at the BIG-A buying some candy. Suzie was in the school yard and also heard the bell. However, instead of heading toward her classroom, she walked over to the fountain and got a drink of water. Joe was playing kickball when he heard the bell. Joe went over to the bench where his knapsack was, picked it up and walked to his classroom where the other students were lining up for class.

3. Ask the students:
Who will BE ON TIME?
How do you think each of the students will feel about this incident?
What are some of the consequences that might face each student (Sam, Suzie and Joe)?

4. Remind the students that the theme is BE ON TIME.

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE ON TIME - School/Classroom

I. OBJECTIVE: To introduce and discuss with the students the concept that BEING ON TIME has positive consequences for the entire school and their classmates.

II. REVIEW: Ask the students to share when it is important to BE ON TIME.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of the words will be used in various contexts throughout the theme lessons.

ON TIME TARDY PROMPT
PUNCTUAL
PLACE (As in line after the bell; not elsewhere)

Ask the students to share any words that they can think of which mean -- BE ON TIME. List them on the chalkboard.

IV. LESSON:

1. Ask the students to think of how BEING ON TIME affects the operation of the school.

   NOTE: During this discussion focus on how everyone needs to BE ON TIME. For example, what would happen if the bus driver is not ON TIME?

2. Ask the students to discuss how BEING ON TIME affects the operation of their class.

   (Lessons start on time, orderly, no distractions.)

3. Review the story from Session 1.

   Ask the following: If all of us were like Sam, how would it affect our school or classroom?

   If all of us were like Suzie, how would it affect our school or classroom?

   If all of us were like Joe, how would it affect our school or classroom?

   NOTE: EMPHASIS: Our being ON TIME not only affects us, it also has an effect on others.

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE ON TIME - Me

I. OBJECTIVE: To help the students understand that the skill of BEING ON TIME can help them achieve personal success.

II. REVIEW: Ask the students to share some examples of who needs to BE ON TIME in order for the school to function properly.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of the words will be used in various contexts throughout the theme lessons.

ON TIME TARDY PROMPT
PUNCTUAL
PLACE (As in line after the bell; not elsewhere)

Ask the students to share any words that they can think of which mean -- BE ON TIME. List them on the chalkboard.

IV. LESSON:

1. Ask the students to give an example of a situation when BEING ON TIME (or BEING LATE) affected them personally.

2. Refer to the story in Session 1. Ask the students to discuss the following:

How do you think Joe felt when he lined up ON TIME?

What do you think Suzie was thinking about when she went to get a drink?

Do you think if she thought about what might happen if she was late that she would have gone for a drink of water?

How do you feel when a member of your class is continually late and disrupts the class?

What are some of the things that happen when you are ON TIME. (Mother happy, people learn they can depend on me, I feel good.)

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE ON TIME - Home/Community

I. OBJECTIVE: To introduce to the students how the skill and concept BE ON TIME can affect them at home and in the community.

II. REVIEW: Have students share how they feel when they are ON TIME, and how others may treat them for BEING ON TIME.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of the words will be used in various contexts throughout the theme lessons.

ON TIME TARDY PROMPT
PUNCTUAL
PLACE (As in line after the bell; not elsewhere)

Ask the students to share any words that they can think of which mean -- BE ON TIME. List them on the chalkboard.

IV. LESSON:

1. Discuss with the class and generate a list on the chalkboard of students' responses to the following:

   What are places or situations in my home when it is important to BE ON TIME? (Dinner, see a TV show, when we are going some place.)

   What are places or situations in the community when it is important to BE ON TIME? (Movie, doctor's appointment, ball game, party.)

2. Discuss the following:

   What people in the community have to BE ON TIME to get their job done? (Person who opens the store, fireman, bus driver, school teacher.)

   Give an example of someone in the community who can cause real problems if not ON TIME. (A doctor--when a lady is having a baby, a fireman--when there is a fire, a plumber--when the drain is stopped up.)

3. Discuss the following:

   How do the following people feel when you are ON TIME or LATE?

   Parents
   Friends
   Coach
   Doctor
   Teacher

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME THREE: BE FRIENDLY

Session 1 - BE FRIENDLY - Word/Concept

I. OBJECTIVE: To introduce the students to the theme BE FRIENDLY and the related concepts.

II. REVIEW: Ask the students to discuss what BE ON TIME and BE HERE means to them as they relate to success at school.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in presenting the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TO BE NICE	COMFORTABLE WITH	
HARMONIOUS	HOSPITABLE	AMICABLE
TO BE A FRIEND	TO BE HELPFUL	
SOCIABLE	BODY LANGUAGE	

IV. LESSON:

1. Introduce the word/vocabulary by having the students generate a list of words that mean BE FRIENDLY. (See vocabulary list above for suggestions.)

2. Have students discuss ways that they can BE FRIENDLY to someone new at school. (Help them find their classroom, talk to them, introduce yourself, invite them to lunch.)

3. Have students discuss times when it is not wise to BE FRIENDLY. (When a stranger approaches you, when someone you do not know invites you into a car or house, when someone you don't know offers you something like candy or money.)

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE FRIENDLY - School/Classroom

I. OBJECTIVE: To introduce and discuss with the students the concept that BEING FRIENDLY has positive consequences for the entire school and their classroom.

II. REVIEW: Ask the students to share a time when they were FRIENDLY to someone and how they felt.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in presenting the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TO BE NICE	COMFORTABLE WITH	
HARMONIOUS	HOSPITABLE	AMICABLE
TO BE A FRIEND	TO BE HELPFUL	
SOCIABLE	BODY LANGUAGE	

IV. LESSON:

1. Have the students discuss what the benefits would be in the classroom or school if students always tried to be FRIENDLY to each other. (No fights, people would be happy, games would be more fun because everyone would get to play, no one would be lonely.)

2. Have students discuss how they might feel if everyone was FRIENDLY to them. (Happy, good, enjoy school.)

3. Have students generate a list of ways people have been FRIENDLY to them. (Someone helped me with school work, someone told me where to go, a teacher said hello to me.)

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 3 - BE FRIENDLY - Me

I. OBJECTIVE: To help the students understand that BEING FRIENDLY can help them achieve personal success and result in them feeling good about themselves.

II. REVIEW: Ask the students to discuss how the school would be if everyone was always FRIENDLY to each other.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in presenting the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TO BE NICE	COMFORTABLE WITH	
HARMONIOUS	HOSPITABLE	AMICABLE
TO BE A FRIEND	TO BE HELPFUL	
SOCIABLE	BODY LANGUAGE	

IV. LESSON: Discuss with the students the following question.

1. How does it affect me when I am FRIENDLY? (People like me, I can make people feel good, I can feel good about myself.)
2. How do you feel when people are not FRIENDLY to you?
3. Can you give an example of how people act when they are not being FRIENDLY to you?
4. How does it make you feel when people are not FRIENDLY to you?
5. What do others do when they are being FRIENDLY to you?
6. How do you feel when people are FRIENDLY to you?
7. How do you think you make other people feel when you are FRIENDLY to them?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE FRIENDLY - Home/Community

I. OBJECTIVE: To introduce to the students how the skill and concept BE FRIENDLY can affect them at home and in the community.

II. REVIEW: Have students give an example of a time when they were FRIENDLY to someone and tell how they felt.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in presenting the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TO BE NICE	COMFORTABLE WITH	
HARMONIOUS	HOSPITABLE	AMICABLE
TO BE A FRIEND	TO BE HELPFUL	
SOCIABLE	BODY LANGUAGE	

Ask the students to add to the list of vocabulary words that you have used for these lessons on the concept BE FRIENDLY.

IV. LESSON: Today we are going to imagine that we are always FRIENDLY, not only at school but also in the neighborhood, at home with our families, when we are visiting someone and when we are playing with our friends.

Have the students discuss the following:

1. What could you do to be FRIENDLY with members of your family? (Play with my brother or sister, smile and talk nicely, let others play with my toys.)

2. When you act FRIENDLY, how do you think the members of your family feel?

3. When you are BEING FRIENDLY, how do people act toward you?

4. Can you give examples of how you can be FRIENDLY when you are in your neighborhood; when you are visiting someone's home, or when you are playing with your friends?

Copyright 1987 - Thomas Jefferson Research Center

BE FRIENDLY - ENHANCEMENT

(To be used at the teacher's discretion as time permits.)

Betty and Jean are best friends. They do everything together.

NOTE: Give example or have the students give examples of what best friends do together.

A new girl, Ann, moved into the neighborhood. After Betty meets her they become friends and Betty just wants to play with Ann, the new girl. She even stops talking to Jean.

Discussion Questions:

Do you know anyone who has had this experience?
Has it ever happened to you? How did you feel?
What could Betty and Ann do to be more friendly to Jean?
If you knew Jean, what could you do to help her with this problem?

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME FOUR: BE POLITE

Session 1 - BE POLITE - Word/Concept

I. OBJECTIVE: To introduce the students to the theme BE POLITE and the related concepts.

II. REVIEW: None

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of these words will be used in various contexts throughout the theme lessons.

RESPECTFUL LISTENS COURTEOUS
CONSIDERATE WAITS HIS/HER TURN
ACCOMMODATING IMPOLITE

IV. LESSON:

1. Write BE POLITE on the chalkboard.

2. Ask the students to share some other words that mean the same as BE POLITE. List those words on the chalkboard.

NOTE: In classes where the students are able to take dictation or copy from the board, it may be valuable for you to have them list these words on a piece of paper as you list them on the chalkboard.

3. Have the students share an example of BEING POLITE and/or examples of other words they have listed. Add the words they have generated to the class to the list of vocabulary words listed above.

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE POLITE - School/Classroom

I. OBJECTIVE: To introduce and discuss with the students the concept that BEING POLITE has positive consequences for their classroom and their entire school.

II. REVIEW: Ask the students to share an experience when they saw someone BEING POLITE.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of these words will be used in various contexts throughout the theme lessons.

RESPECTFUL LISTENS COURTEOUS
CONSIDERATE WAITS HIS/HER TURN
ACCOMMODATING IMPOLITE

Include in this list any of the words your students generated during Session #1.

IV. LESSON:

1. Discuss the following with the students: Pretend that you have the ability to be invisible and that no one can see you. Tell what you might see when students are being impolite to each other, and tell what you might see when children are being polite to each other.

Possible answers:
Children talking nicely to one another.
Children calling each other bad names.
Children not paying attention when the teacher is talking.
Children not waiting their turn.
Children helping other children.
Children saying hello to visitors at school.

2. Have the students discuss what they think it would be like in a classroom or at school if everyone was polite to everyone else.
How would they feel?
What would be their feelings toward their classmates and the adults at school.

3. Have the students share examples of how they might BE POLITE today at school.

Possible answers:
I will try to talk to someone new.
I will say hello to other teachers that I don't have in class.
I will wait my turn in line.
I will say thank you when I am served in the cafeteria.
I will say please when I want something.

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE POLITE - Me

I. OBJECTIVE: To help students realize that the skill of BEING POLITE can help them achieve personal success and it will result in their feeling good about themselves.

II REVIEW: Ask the students to share some examples of how they were POLITE since the last lesson. Have them give specifics about BEING POLITE.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of these words will be used in various contexts throughout the theme lessons.

RESPECTFUL LISTENS COURTEOUS
CONSIDERATE WAITS HIS/HER TURN
ACCOMMODATING IMPOLITE

Ask the students if they have thought of any new words that mean the same as BEING POLITE. Write them on the chalkboard and include them in this vocabulary section.

IV. LESSON:

1. Read the following statement that was made by a teacher or rephrase the statement in a way that makes the same point.

When I was your age, I learned to wait before I spoke and then I joined in the conversation only when it was appropriate. Often I was complimented on this behavior. People thought it was very polite.

A. Can you tell me how you think that made me feel?
B. Has something like this ever happened in your life?
C. How does it make you feel when you are complimented for BEING POLITE?

2. Read the following short story to the students:

Mary was very excited because she just received an 'A' on her spelling test. She was out in the play yard and saw Mrs. Jones, the school principal, standing by the swings. Mrs. Jones was talking to Mr. Smith, who was the school's fourth grade teacher. Mary ran over excitedly to the two people and stood waiting until there was a break in their conversation so she could tell the two adults how successful she had been. When they finally stopped talking, she said...(Have the students complete the above story in their own words.) NOTE: What we are looking for here is to get them to use words that relate to BEING POLITE. For example: Mary said, "Excuse me Mr. Smith, may I tell you about my spelling test?"

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

You may want to get the students into a role playing situation so they can practice this behavior.

Questions:

1. How do you think the principal and the teacher felt when Mary waited until they had stopped talking before she spoke?
2. What do you think the principal and the teacher might have said to her because of her politeness?
3. How do you think Mary felt when she was complimented on BEING POLITE?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE POLITE - Home/Community

I. OBJECTIVE: To introduce to the students how the skill and concept BE POLITE can affect them at home and in the community.

II. REVIEW: Have students share examples of when they were complimented at school for BEING POLITE. Have them tell how they feel when they are polite.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching these lessons. Many of these words will be used in various contexts throughout the theme lessons.

RESPECTFUL LISTENS COURTEOUS
CONSIDERATE WAITS HIS/HER TURN
ACCOMMODATING IMPOLITE

Go ahead and list the words and the other ones.

IV. LESSON:

1. Read the following story to the students.

Tommy and Tammy, the Jackson twins, ran into the living room where their big brother and little sister were watching T.V. Tommy rushed over to the T.V. and changed the station because he wanted to watch his favorite program. His big brother jumped up, pushed him out of the way and put the T.V. back, yelling at him that he couldn't watch the show he wanted to watch. Tammy, the other twin, sat down next to her older brother and asked him if when he was through with watching his show, could they change the station to watch Tommy's favorite program. After listening to his little sister for a few minutes he said that would be okay, that his program would be over in a few minutes and that they could then watch the rest of their program.

Questions:

1. Do you think that if Tommy had handled the situation better, with his older brother, he would have avoided having an argument with him? Why?
2. How do you think Tammy handled the situation?
3. What would you do if you had this problem at home and you were the older brother?
4. How do you think Tammy and the older brother felt after this little episode?
5. What are some ways that we are not POLITE with our families, people in our neighborhoods and in our communities?

Copyright 1987 - Thomas Jefferson Research Center

Possible Answers:

Sometimes I talk when other people are talking.
Sometimes I don't wait my turn.
Sometimes I take toys away from my little sister or brother.
Sometimes I try to crowd in line at the store.
Sometimes I don't listen when people are telling me what to do.
Sometimes I interrupt my friends just so I can say what I want to say.

2. What are some ways that we can be POLITE with our family or friends?

Possible Answers:

I can listen when people are talking to me.
I can wait my turn.
I can smile and be friendly even with people that I am not too fond of.

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

TWELVE STEPS TO SUCCESS
THEME FIVE: BE PREPARED

Session 1 - BE PREPARED - Word/Concept

I. OBJECTIVE: To introduce to the students the theme BE PREPARED and the related concepts.

II. REVIEW: Ask the students to share a time when they were most polite.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

READY	ORGANIZED	EQUIPMENT
CONFIDENCE	WASTED ENERGY	
MENTALLY	BE PRESENT	
EFFICIENT	TIME MANAGEMENT	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does it mean to BE PREPARED?

Possible Answer: To be present mentally and to have all my equipment.

What does it mean to be organized?

If you are PREPARED, are you more efficient in your task? (More able to accomplish your task in the least amount of time.)

What does it mean to manage your time well?

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE PREPARED - School/Classroom

I. OBJECTIVE: To discuss with the students the fact that being prepared has positive consequences for their school and classroom.

II. REVIEW: Discuss what it means to BE PREPARED by being mentally present.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

READY	ORGANIZED	EQUIPMENT
CONFIDENCE	WASTED ENERGY	
MENTALLY	BE PRESENT	
EFFICIENT	TIME MANAGEMENT	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What equipment do you need for school and the classroom?
Possible Answers: Pen, pencil, paper, books, dictionary, lunch or lunch money, P.E. clothes.

Does it feel like wasted energy when your supplies are not organized and you are looking all over for each item?

Does being PREPARED give you a sense of self-confidence?

What positive consequences are there for our school and class when all the students are PREPARED?

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 3 - BE PREPARED - ME

I. OBJECTIVE: To help students understand how the concept of BE PREPARED can help them achieve personal success.

II. REVIEW: Discuss with the students how being PREPARED can increase their success at school.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

READY	ORGANIZED	EQUIPMENT
CONFIDENCE	WASTED ENERGY	
MENTALLY	BE PRESENT	
EFFICIENT	TIME MANAGEMENT	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

If you are prepared for a task, how do you act?

Possible Answer: Eager, ready, enthusiastic.

If you are unprepared for a task, how do you act?

Possible Answer: Worried, embarrassed, nervous, guilty.

How do you feel about someone who says he/she is going to do something and doesn't do it?

How do you feel about someone who is constantly borrowing things from you because he/she is not prepared?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE PREPARED - Home/Community

I. OBJECTIVE: To introduce to the students how the skill of being PREPARED can affect them at home and in the community.

II. REVIEW: Have students share an example of how being PREPARED can have a positive effect on them personally.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

READY	ORGANIZED	EQUIPMENT
CONFIDENCE	WASTED ENERGY	
MENTALLY	BE PRESENT	
EFFICIENT	TIME MANAGEMENT	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

How can you BE PREPARED at home?
Possible Answer: Having my chores done on time.

In what ways do my parents need to BE PREPARED?
Possible Answers: Kids off to school. Meals prepared. To work on time. Groceries in the house. Household supplies purchased.

How can you BE PREPARED as a good community member?
Possible Answer: Listening to consumer information on safe toys. Watching programs about safety. Reading about emergency fire and earthquake procedures.

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME SIX: BE A LISTENER

Session 1 - BE A LISTENER - Word/Concept

I. OBJECTIVE: To introduce to the students the theme BE A LISTENER and the related concepts.

II. REVIEW: Ask students to discuss how their families prepare for a major holiday.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

LISTEN TO DIRECTIONS	LISTENING WITH EYES
HEARING	FOLLOW INSTRUCTIONS
TO HEAR	TONE OF VOICE
WATCHING BODY LANGUAGE	
ACTIVELY LISTENING	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does it mean to BE A LISTENER?

Why is it important to listen?

Are there different ways of listening?

What happens when you give somebody your full listening attention?

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE A LISTENER - School/Classroom

I. OBJECTIVE: To discuss with the students how listening affects school climate/behavior.

II. REVIEW: Review vocabulary as discussed in previous lesson. Ask students for examples of being a good listener.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

LISTEN TO DIRECTIONS	LISTENING WITH EYES
HEARING	FOLLOW INSTRUCTIONS
TO HEAR	TONE OF VOICE
WATCHING BODY LANGUAGE	
ACTIVELY LISTENING	
CLASSROOM	PLAYGROUND
ENVIRONMENT	RESPECT
TEAMWORK	COOPERATION
COMMITTEE	SCHOOL

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

How is our school a better place if we have good listeners?
Possible Answers: Everyone gets along better. Less confusion. More friends.

How would the school environment be better if everyone listened?
Possible Answers: Safer. More cooperative.

How would our classroom be better if all of us listened?
Possible Answer: More and better work done.

Why is it important to be a good listener on the playground?
Possible Answers: Nobody gets hurt. Safer.

Whom do I need to listen to at school?
Possible Answers: Teachers, aides, room monitors, principal.

Is it important to be a good listener when on a committee or team? Why?
Possible Answers: So the work gets done. So we can contribute. So we understand what to do.

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 3 - BE A LISTENER - Me

I. OBJECTIVE: To help students understand how being a good listener affects the individual.

II. REVIEW: Ask the students how our school and classroom are better places because we listen?

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

LISTEN TO DIRECTIONS	LISTENING WITH EYES
HEARING	FOLLOW INSTRUCTIONS
TO HEAR	TONE OF VOICE
WATCHING BODY LANGUAGE	
ACTIVELY LISTENING	
CLASSROOM	PLAYGROUND
ENVIRONMENT	RESPECT
TEAMWORK	COOPERATION
COMMITTEE	SCHOOL

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What happens when you don't listen in the classroom or at school?

Can you get your job done at school if you don't listen?

What happens when you don't listen on the playground?

Can you avoid fights with others if you listen?

Can you have more friends by listening?

Is your job at school easier if you listen?

Are you safer when you listen?

How do you feel when others aren't listening to you?

Do you let someone else finish telling an idea before you start telling yours?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE A LISTENER - Home/Community

I. OBJECTIVE: To discuss how being a good listener affects the individual at home and in the community.

II. REVIEW: Discuss what happens when you don't listen at school.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

LISTEN TO DIRECTIONS	LISTENING WITH EYES
HEARING	FOLLOW INSTRUCTIONS
TO HEAR	TONE OF VOICE
WATCHING BODY LANGUAGE	
ACTIVELY LISTENING	
CLASSROOM	PLAYGROUND
ENVIRONMENT	RESPECT
TEAMWORK	COOPERATION
COMMITTEE	SCHOOL
COMMUNITY	COURTESY
COMMUNITY HELPER	RUDE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Do adults need to listen? Why?
Possible Answers:
- To do their jobs.
- To communicate and cooperate with others.
- To stay out of trouble.

Do adults need to listen to children? Why?
Possible Answers:
- To hear a child's side of the story.
- Child can share views with adult.

What happens when you don't listen at home?

How do you feel when your parents don't listen to you?

Whom do you listen to in the community? Why?
Possible Answers:
- Fire and police personnel - to stay out of trouble.
- Crossing guards - safety.
- Shop owners - courtesy, respect for property.
- Neighbors - respect, cooperation.
- Doctors, nurses, dentists - health.
- Park and recreation people - safety.

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME SEVEN: BE A DOER

Session 1 - BE A DOER - Word/Concept

I. OBJECTIVE: To introduce the words and concept of BE A DOER.

II. REVIEW: Ask the students why it is important to listen to each other.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HARD WORKER	TEAM MEMBER	PARTICIPATE
PRACTICE	ACTION	PARTICIPANT
REPEAT	KEEP GOING	COMMITMENT
BEST	MOTIVATION	REPETITION
SELF-DISCIPLINE	QUALITY	QUANTITY
PERSISTENCE		

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does it mean to BE A DOER?

Why is it important to BE A DOER?

What is the difference between trying and doing?
Possible Answer: The difference is making mistakes.
"Miss Take" is like a re-take in the filming of a movie.

Do you know any successful DOERS?

Give examples of things that need to be practiced to be a DOER.

Are there different kinds of DOERS?
Possible Answers: Leaders, custodians, voters, joggers.

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 2 - BE A DOER - School/Classroom

I. OBJECTIVE: To discuss how being a DOER affects the school climate/environment.

II. REVIEW: Ask the students what it means to BE A DOER. Check for vocabulary comprehension.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HARD WORKER	TEAM MEMBER	PARTICIPATE
PRACTICE	ACTION	PARTICIPANT
REPEAT	KEEP GOING	COMMITMENT
BEST	MOTIVATION	REPETITION
SELF-DISCIPLINE	QUALITY	QUANTITY
PERSISTENCE	DEPEND	DEPENDABILITY
TUTOR	MONITOR	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

How is our school a better place when we have DOERS?
Possible Answers: Jobs get done. Can depend on people.

Who are the DOERS in the school?
Possible Answers: Students in government, teachers, monitors, aides, office staff.

How would our classroom be better if all of us were DOERS?
Possible Answer: Individual and group projects would be completed.

Is it important to BE A DOER when on a committee or team?

Is it important for all of us to be DOERS all the time?

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE A DOER - Me

I. OBJECTIVE: To discuss how being a DOER affects the individual.

II. REVIEW: Ask the students how the school or classroom is a better place when we have DOERS.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HARD WORKER	TEAM MEMBER	PARTICIPATE
PRACTICE	ACTION	PARTICIPANT
REPEAT	KEEP GOING	COMMITMENT
BEST	MOTIVATION	REPETITION
SELF-DISCIPLINE	QUALITY	QUANTITY
PERSISTENCE	CONTRIBUTE	SELF-RESPECT
COMPLETION	GOALS	SELF-ESTEEM
PLANNING		

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What happens when you aren't a DOER in the classroom or at school?

Are you a DOER? How?

How can you start being a DOER?
Possible answers: Taking small steps. Planning ahead. Completing assignments on time.

How do you feel when others aren't DOERS?

What do you "get out of" being a DOER?
Possible Answers: Feel good. Contributed something. Self-respect.

How do you feel when you aren't a DOER?

If you said that you were going to feed the neighbor's dog, what steps should you take to see that it is completed?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE A DOER - Home/Community

I. OBJECTIVE: To discuss how being a DOER affects the individual at home and in the community.

II. REVIEW: Ask the students what happens when they aren't DOERS.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

HARD WORKER	TEAM MEMBER	PARTICIPATE
PRACTICE	ACTION	PARTICIPANT
REPEAT	KEEP GOING	COMMITMENT
BEST	MOTIVATION	REPETITION
SELF-DISCIPLINE	QUALITY	QUANTITY
PERSISTENCE		

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Does every member of your family need to be a DOER?

How are you a DOER at home?

How could you be more of a DOER at home?

How can you be a DOER in the community?
Possible Answers: Encourage people not to litter. Obey the community rules.

What would happen if nobody was a doer in the community?

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

TWELVE STEPS TO SUCCESS
THEME EIGHT: BE A TOUGH WORKER

Session 1 - BE A TOUGH WORKER - Word/Concept

I. OBJECTIVE: To introduce the words and concept of BE A TOUGH WORKER.

II. REVIEW: Ask the students why it is important to BE A TOUGH WORKER.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

DIFFICULT	PERSEVERANCE	COMMITMENT
OBSTACLE	KEEP TRYING	PERSISTENCE
TOUGH	DEDICATION	STAMINA

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does it mean to BE A TOUGH WORKER?
Possible Answer: Keep trying.

What do you have to do to BE A TOUGH WORKER?
Possible Answer: Keep going when things get difficult.

Why is it important not to give up easily?
Possible Answer: Nothing is accomplished if you give up.

Why is it important to BE A TOUGH WORKER?
Possible Answer: To reach goals.

What do you get or achieve for being a TOUGH WORKER?
Possible Answer: Self-esteem, success.

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE A TOUGH WORKER - School/Classroom

I. OBJECTIVE: To discuss with the students how being a TOUGH WORKER affects school climate.

II. REVIEW: Ask the students what it means to BE A TOUGH WORKER. Review vocabulary discussed.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

DIFFICULT	PERSEVERANCE	COMMITMENT
OBSTACLE	KEEP TRYING	PERSISTENCE
TOUGH	DEDICATION	STAMINA

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

How are our school and classroom better places because we have TOUGH WORKERS?

Who are the TOUGH WORKERS at school?
Possible Answer: Good school citizens.

How would our school and classroom be better if we were all TOUGH WORKERS?

Why should you be a TOUGH WORKER if you volunteer to be on a team or committee?

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE A TOUGH WORKER - Me

I. OBJECTIVE: To discuss how being a TOUGH WORKER affects the individual.

II. REVIEW: Ask the students to discuss how their school or classroom is a better place because they are TOUGH WORKERS.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

DIFFICULT	PERSEVERANCE	COMMITMENT
OBSTACLE	KEEP TRYING	PERSISTENCE
TOUGH	DEDICATION	STAMINA
GIVE UP	QUIT	NOT FINISH

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What happens when you aren't a TOUGH WORKER at school or in the classroom?

Can you get your job done at school if you aren't a TOUGH WORKER?

How do you feel when others give up on jobs they started?

How do you feel when you are a TOUGH WORKER?

What happens if you give up and quit a job before it's done?

Is it easy to BE A TOUGH WORKER when it comes to homework?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE A TOUGH WORKER - Home/Community

I. OBJECTIVE: To discuss how being a TOUGH WORKER affects the individual at home and in the community.

II. REVIEW: Ask the students what happens to them when they are TOUGH WORKERS.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

DIFFICULT	PERSEVERANCE	COMMITMENT
OBSTACLE	KEEP TRYING	PERSISTENCE
TOUGH	DEDICATION	STAMINA
GIVE UP	QUIT	NOT FINISH
VOLUNTEERS	CHORES	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What happens when you aren't a TOUGH WORKER at home?

Is every member of your families a TOUGH WORKER? In what way?

Are you a TOUGH WORKER at home? In what way?

Who are the TOUGH WORKERS in our community?
Possible Answers: Police and fire personnel, community officials, volunteers, teachers.

What would happen if no one was a TOUGH WORKER in this community?

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

TWELVE STEPS TO SUCCESS
THEME NINE: BE A RISK TAKER

Session 1 - BE A RISK TAKER - Word/Concept

I. OBJECTIVE: To introduce the words and concepts of being a RISK TAKER.

II. REVIEW: Ask the students why it is important for themselves and others to be RISK TAKERS.

III. VOCABULARY: These vocabulary words are designed in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

RISK	DOUBT	"STICK YOUR NECK OUT"
COURAGE	FAILURE	ASK QUESTIONS
INDECISION		

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What picture does the phrase "stick your neck out" bring to mind?

Is it important to be a RISK TAKER? Why?

Does it take courage to be a RISK TAKER? Why?

Why do people take risks?
Possible Answer: To succeed. To take a chance on winning.

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE A RISK TAKER - School/Classroom

I. OBJECTIVE: To discuss how being a RISK TAKER affects school climate and environment.

II. REVIEW: Ask the students what it means to BE A RISK TAKER. Review the vocabulary discussed.

III. VOCABULARY: These vocabulary words are designed in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

RISK	DOUBT	"STICK YOUR NECK OUT"
COURAGE	FAILURE	ASK QUESTIONS
INDECISION	DECISIONS	

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

When is it good to BE A RISK TAKER in the classroom?

How could our classroom be better if we all made better decisions as RISK TAKERS?
Possible Answers: We would be bound to have more success.

Everyone on your team agrees about something, except you. You think they are wrong. What do you do?

Your classroom is competing against another room. You think your room can't possibly win. Should you even try to win? Why or why not?

What do you win when you try your hardest, even if you lose?
Possible Answer: Self-esteem.

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE A RISK TAKER - Me

I. OBJECTIVE: To discuss how being a RISK TAKER affects the individual.

II. REVIEW: Ask the students how their school and classroom are better places because they are RISK TAKERS.

III. VOCABULARY: These vocabulary words are designed in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

RISK	DOUBT	"STICK YOUR NECK OUT"
COURAGE	FAILURE	ASK QUESTIONS
INDECISION	DECISIONS	SHY
ATTEMPT	CONTEST	CORRECTING
AFRAID		

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

A group of students is picking on a friend of yours during recess. What would you do?

You are very shy and afraid about answering questions in class, even when you think you know the answer. Do you think you should take the risk of raising your hand and attempting to answer the question, even if you might be wrong?

You are going to enter a contest in which the chances of winning are slim. Do you think it is worth entering?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE A RISK TAKER - Home/Community

I. OBJECTIVE: To discuss how being a RISK TAKER affects the individual at home and in the community.

II. REVIEW: Ask the students what happens when they don't take risks.

III. VOCABULARY: These vocabulary words are designed in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

RISK	DOUBT	"STICK YOUR NECK OUT"
COURAGE	FAILURE	ASK QUESTIONS
INDECISION	DECISIONS	SHY
ATTEMPT	CONTEST	CORRECTING
AFRAID	PROGRESS	INVENTIONS

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Do parents and other adults take risks? When?

Does every member of your families take risks? In what way?

When is it important not to take risks in the community?
Possible Answers: Talking to strangers. Dashing across street. Breaking rules.

What would happen if no one in the community took risks?
Possible Answers: No progress. No inventions. No rescues. No emergency calls answered.

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

TWELVE STEPS TO SUCCESS
THEME TEN: BE A GOAL SETTER

Session 1 - BE A GOAL SETTER - Word/Concept

I. OBJECTIVE: To introduce the words and concepts of BE A GOAL SETTER.

II. REVIEW: Ask the students why it is important for themselves and others to be GOAL SETTERS.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the text.

GOAL GOAL POST (FOOTBALL)
PLANS FORESIGHT EXPECTATIONS
ONE WHO MOVES TOWARD AN END OR AN OBJECTIVE
ONE WHO HAS AN INTENTION TO ADVANCE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What is a goal? Name a goal in sports. Name some other kinds of goals.

What does it mean to be a goal setter?

What does it mean to be a drifter?

Have you ever met anyone who sets goals? What kind of goals did they set?

Have you ever met a drifter?

What are the benefits of having goals?

What is the added benefit of writing your goals, rather than just having them?

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE A GOAL SETTER - School/Classroom

I. OBJECTIVE: To discuss how being a GOAL SETTER affects the school climate/environment.

II. REVIEW: Ask the students what it means to set goals. Check for vocabulary comprehension.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for you students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the text.

GOAL GOAL POST (FOOTBALL)
PLANS FORESIGHT EXPECTATIONS
ONE WHO MOVES TOWARD AN END OR AN OBJECTIVE
ONE WHO HAS AN INTENTION TO ADVANCE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What goals could you set for yourself in class?

What goals could you set for yourself for your school behavior, in general?

Do successful people write their goals?

How do you know when you reach a goal?

How do you feel when you set a goal and reach it?

Do you think your principal and teachers set goals?

Can goals change after you've written them? (Yes. Goals are something to aim for. Sometimes you can't reach them so you have to evaluate why and change if necessary.)

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE A GOAL SETTER - Me

I. OBJECTIVE: To help students understand how being GOAL SETTERS can help them achieve personal success.

II. REVIEW: Discuss with the students how being GOAL SETTERS can increase their success in school.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the text.

GOAL GOAL POST (FOOTBALL)
PLANS FORESIGHT EXPECTATIONS
ONE WHO MOVES TOWARD AN END OR AN OBJECTIVE
ONE WHO HAS AN INTENTION TO ADVANCE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Imagine yourself in a strange, new land traveling without a map. How might you feel? Do you feel lost? Frustrated? (Not writing goals is like traveling without a map.) Do people feel lost and frustrated without goals?

Write a goal that you might want for your future.

Write a goal about something you might want to accomplish next month.

Write a goal about something you will succeed at today.

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE A GOAL SETTER - Home/Community

I. OBJECTIVE: To discuss how being a GOAL SETTER affects the individual at home and in the community.

II. REVIEW: Discuss what happens when students are or are not setting goals.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the text.

GOAL GOAL POST (FOOTBALL)
PLANS FORESIGHT EXPECTATIONS
ONE WHO MOVES TOWARD AN END OR AN OBJECTIVE
ONE WHO HAS AN INTENTION TO ADVANCE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What is a goal for home that your parents would like to see you make?

What is a goal for home that you would like to set?

Do you think it would be helpful to talk about your goals with others?

What is a goal you could set for yourselves regarding your community?

What goals would communities and neighborhoods like to see young adults set?

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME ELEVEN: BE CONFIDENT

Session 1 - BE CONFIDENT - Word/Concept

I. OBJECTIVE: To introduce the words and concepts of BE CONFIDENT.

II. REVIEW: Ask the students why it is important for them and others to be confident.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TRUST	ARROGANCE	SECRET
SELF-RELIANCE	CERTAINTY	SELF-ASSURED
PROUD	CONCEITED	WITH FAITH

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does it mean not to have confidence?

What does it mean to be confident?

Have you ever met a person who was not confident? How would that person act?

Have you ever met a confident person? How would that person act?

Why does a successful person seem self-assured?

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 2 - BE CONFIDENT - School/Classroom

I. OBJECTIVE: To discuss how being CONFIDENT affects the school climate/environment.

II. REVIEW: Ask the students what it means to BE CONFIDENT. Check for vocabulary comprehension.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TRUST	ARROGANCE	SECRET
SELF-RELIANCE	CERTAINTY	SELF-ASSURED
PROUD	CONCEITED	WITH FAITH

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

When is it a good idea to show confidence in the classroom?

When is it a good idea to show confidence on the yard?

When you have faith in the school work you've done, how do you act when called on by your teacher?

Do people who are confident have a different way of speaking? Is confidence shown in a person's voice?

How do you feel toward school when you are not feeling confident?

What can you do when you don't feel confident?

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE CONFIDENT - Me

I. OBJECTIVE: To help students understand how the concept of BE CONFIDENT can help them achieve personal success.

II. REVIEW: Discuss with the students how being CONFIDENT can increase their success in school.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TRUST	ARROGANCE	SECRET
SELF-RELIANCE	CERTAINTY	SELF-ASSURED
PROUD	CONCEITED	WITH FAITH

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Imagine that you have a twin who has no confidence at all. What would you say to your twin about the value of trusting in his/her ability?

Is it good to feel proud about accomplishments?

Is it good to brag about your accomplishments?

Can you have more friends by being confident? Why?

How do you get confidence if you don't have any?
Possible Answer: Attempt small tasks that you know you are good at. Congratulate yourself and share your success with someone who cares. Work up to the harder tasks.

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE CONFIDENT - Home/Community

I. OBJECTIVE: To discuss how being CONFIDENT affects the individual at home and in the community.

II. REVIEW: Discuss what happens when students do not see themselves as confident.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lessons.

TRUST	ARROGANCE	SECRET
SELF-RELIANCE	CERTAINTY	SELF-ASSURED
PROUD	CONCEITED	WITH FAITH

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Why do parents sometimes try to appear confident even if they really do not feel that way?

What do you think conceited means? (overconfident, fake confidence.)

Have you ever met a conceited adult? Would you like a person like that?

What would happen if everyone in our community lost confidence?

What task at home do you feel most confident about doing?

If you lived all alone on an island, would you need confidence? Why?

Copyright 1987 - Thomas Jefferson Research Center

TWELVE STEPS TO SUCCESS
THEME TWELVE: BE RESPONSIBLE

Session 1 - BE RESPONSIBLE - Word/Concept

I. OBJECTIVE: To introduce the words and concepts of BE RESPONSIBLE.

II. REVIEW: Ask the students why it is important for themselves and others to BE RESPONSIBLE.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lesson.

CONSEQUENCES	ABLE TO BE TRUSTED
ACCOUNTABLE	ANSWERABLE
RELIABLE	CAPABLE AGAIN
ACCEPT CONSEQUENCES	PROMISE TO BE ABLE
ABLE TO RESPOND	LIABLE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does the word "responsibility" mean?

Are you responsible for yourself only or others also?

Name someone who is responsible. Why is that person responsible?

Why is it important for you to be responsible?

Have you promised yourself that you will do something?

How do you feel when you keep your promise?

To whom are you primarily accountable?

Copyright 1987 - Thomas Jefferson Research Center

Session 2 - BE RESPONSIBLE - School/Classroom

I. OBJECTIVE: To discuss how being RESPONSIBLE affects them in school.

II. REVIEW: Ask the students what it means to BE RESPONSIBLE. Check for vocabulary comprehension.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lesson.

CONSEQUENCES	ABLE TO BE TRUSTED
ACCOUNTABLE	ANSWERABLE
RELIABLE	CAPABLE AGAIN
ACCEPT CONSEQUENCES	PROMISE TO BE ABLE
ABLE TO RESPOND	LIABLE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What is a responsible action you can take in the classroom?

What is a responsible action you can take on the school grounds?

How is our school a better place when we have responsible people? Give examples.

Does being responsible for your actions give you a sense of personal pride?

When you are responsible for your actions what must you accept? (results, consequences, rewards, punishment.)

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 3 - BE RESPONSIBLE - Me

I. OBJECTIVE: To help students understand how the concept of BE RESPONSIBLE can help them achieve personal success.

II. REVIEW: Discuss with the students how BEING RESPONSIBLE can increase their success at school.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lesson.

CONSEQUENCES	ABLE TO BE TRUSTED
ACCOUNTABLE	ANSWERABLE
RELIABLE	CAPABLE AGAIN
ACCEPT CONSEQUENCES	PROMISE TO BE ABLE
ABLE TO RESPOND	LIABLE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What does accountable mean?

Does a responsible person hold him/herself accountable?

Are you (and other people) answerable for your actions?

What does irresponsible mean?

What irresponsible acts do some people commit?

What responsible acts have you seen people commit?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE RESPONSIBLE - Home/Community

I. OBJECTIVE: To discuss how BEING RESPONSIBLE affects the individual at home and in the community.

II. REVIEW: Discuss what happens when students do or do not act responsibly.

III. VOCABULARY: These vocabulary words are presented in random order. Some may be above grade level for your students. They are presented in order to give you some latitude in teaching the lessons. Many of the words will be used in various contexts throughout the theme lesson.

CONSEQUENCES	ABLE TO BE TRUSTED
ACCOUNTABLE	ANSWERABLE
RELIABLE	CAPABLE AGAIN
ACCEPT CONSEQUENCES	PROMISE TO BE ABLE
ABLE TO RESPOND	LIABLE

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What home responsibilities do you have?

What home responsibilities do you think you should have?

In what ways are you responsible in your community?

In what ways do you think you should BE RESPONSIBLE to your community?

Do you have more responsibilities as you get older?

What responsibilities do you handle at home that affect your school work?
Possible Answers: Getting enough sleep. Doing my homework. Eating right. Exercising. Getting out of bed on time.

Copyright 1987 - Thomas Jefferson Research Center

REVIEW
BE A SUCCESS

Session 1 - BE A SUCCESS - Word/Concept

I. OBJECTIVE: To discuss how the TWELVE STEPS TO SUCCESS have helped the students be successful this year.

II. REVIEW: Year-end review of all TWELVE STEPS TO SUCCESS.

III. VOCABULARY: Use vocabulary words from TWELVE STEPS TO SUCCESS lessons.

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

Who can recite the TWELVE STEPS TO SUCCESS?

Which STEP has been the most important to you?

Can you give examples of why a particular step helped you?

(Encourage as many students as possible to participate.)

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

Session 2 - BE A SUCCESS - School/Classroom

I. OBJECTIVE: To discuss how students have been successful as members of a group in using the TWELVE STEPS TO SUCCESS.

II. REVIEW: Ask the students what actions they will take to focus on another STEP TO SUCCESS.

III. VOCABULARY: Use vocabulary words from TWELVE STEPS TO SUCCESS lessons.

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What is one success our class has had this year as it relates to the TWELVE STEPS TO SUCCESS?

What STEP most helped you be part of that classroom success?

What STEP do you still need to work on to be a more successful part of the group? How are you going to do this?

What is the first thing the class should do next year to start off successfully?

Copyright 1987 - Thomas Jefferson Research Center

Session 3 - BE A SUCCESS - Me

I. OBJECTIVE: To help the students understand that being a SUCCESS can result in their feeling good about themselves.

II. REVIEW: What feeling do you get in knowing that your classmates work together successfully as a group?

III. VOCABULARY: Use vocabulary words from TWELVE STEPS TO SUCCESS lessons.

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

What is the most important success you've had this year as it relates to the TWELVE STEPS? (Encourage all students to participate.)

What could your next goal be in order to be successful next year? (Encourage all students to participate.)

Do you like the feeling of being successful?

Copyright 1987 - Thomas Jefferson Research Center

Session 4 - BE A SUCCESS - Home/Community

I. OBJECTIVE: To introduce to the students how being a SUCCESS will affect them at home and in the community.

II. REVIEW: Have students give an example of a time when they were successful and how it felt.

III. VOCABULARY: Use vocabulary words from TWELVE STEPS TO SUCCESS lessons.

IV. LESSON: Discuss with the students and list on the chalkboard their responses to the following:

When you think of yourself as successful at home, what pictures come to mind?
Possible Answers: Doing as I'm told. No arguing. Being the best I am able to be.

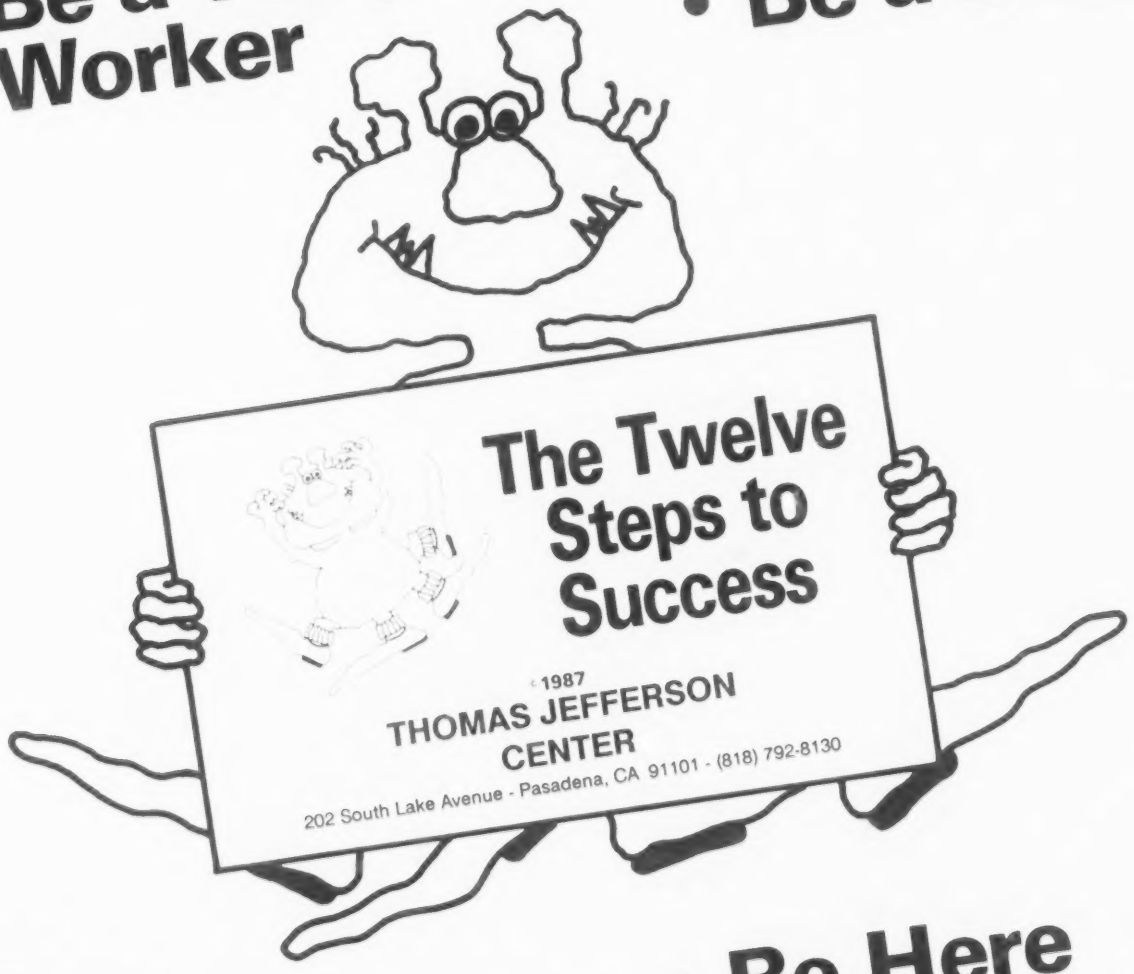
What is the most important thing you can do to help your family be more successful?

When you think of yourself as successful in the community, what pictures come to mind?
Possible Answers: No littering. No harming others. Obeying the city rules about handicap parking. Volunteering to help someone.

Copyright 1987 - Thomas Jefferson Research Center

BEST COPY AVAILABLE

- Be Confident
- Be Friendly
- Be a Tough Worker
- Be a Listener
- Be On Time
- Be a Doer



- Be a Risk Taker
- Be Polite
- Be Responsible
- Be Here
- Be Prepared
- Be a Goal Setter